Getting to the Gold

Gold was discovered in California in 1848. As a result, thousands of people called prospectors packed up all their things and moved there. They hoped to strike it rich, but how did they get to California? In 1848, you couldn't just hop on a train or a plane to make the trip like you can today. So people came up with other ways to get to California. Some were traditional and some were nontraditional.

To get to California, some set out in covered wagons that crossed the country, and others took sea vessels that sailed around the tip of South America. This was an indirect route. Some people invented different ways to get to California. One man tried to fly by holding balloons powered by steam engines. This was impossible to do, and he never got off the ground!

Things are different today. It is easier to get to California because people can travel by trains or planes across the country. They can drive cars or ride buses. Some people ride bikes or motorcycles.

Although the trip was hard in 1848, about 200,000 people finally made their way to California. Think about how much easier it is to travel to California now. How many people would make the trip if gold were discovered there today?

109

215

Time _____ **Minutes:Seconds**

Name/Date _____　　　Teacher/Grade _____

1. MONITOR ORAL READING FLUENCY

To monitor fluency and accuracy, use two copies of the passage, one for you and one for the student. On your copy of the passage, record the student's oral reading behaviors and the minutes and seconds required for the student to read the entire passage.

Note expression, phrasing, and miscues.

INTRODUCE THE PASSAGE

Say: ***This passage is titled "Getting to the Gold." Read aloud to find how some people tried to get to California in 1848 when gold was discovered. You may begin now.***

RATE Use the student's oral reading time to circle the Words Per Minute (WPM) range. After the assessment, determine and record the student's exact WPM.

215 (Total Words Read) ÷ _____ total seconds = _____ × 60 = _____ WPM

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:06 or more	3:05–2:10	2:09–1:36	1:35 or less
WPM	69 or fewer	70–99	100–135	136 or more

ACCURACY Circle the number of miscues that are not self-corrected and record the percent of accuracy.

Accuracy	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT		4 ADVANCED	
Number of Miscues	10 or more	8–9	6–7	4–5	1–3	0
Percent of Accuracy	95 or less	96	97	98	99	100

If the student's percent of accuracy or rate is below the instructional range, reassess with a lower-level passage to determine an instructional reading level.

Check one: _____ Expression and phrasing are appropriate.

_____ Expression and phrasing need attention.

Name/Date _____　　　Teacher/Grade _____

2. MONITOR COMPREHENSION

Circle the descriptors that best reflect the student's responses. Possible Independent responses for Sections 2 and 3 are provided. Accept other reasonable responses. The student may use the passage when responding.

SUMMARIZE Important/Main Ideas Say: ***What are two important, or main, ideas about people going to California to find gold?*** (Possible response: *Thousands of people went to California to find gold. People set out to cross the country in many ways.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Main Ideas	Does not identify main ideas or does not respond	Gives a partially correct response, such as identifies 1 of 2 main ideas; may misinterpret information	Identifies 2 main ideas	Identifies 2 main ideas and details using specific vocabulary from the text

SUMMARIZE Details Say: ***What are two details about how people traveled to California?*** (Possible responses: *Some traveled across the country in covered wagons. Some sailed around South America. One man tried to fly by holding balloons.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Does not identify details from the passage or does not respond	Gives a partially correct response, such as identifies 1 of 2 details; may misinterpret information	Identifies 2 details	Identifies 2 details using specific vocabulary from the text

Name/Date _____   Teacher/Grade _____

3. IN-DEPTH PROGRESS MONITORING

The items below provide more in-depth progress monitoring of specific skills. The student may use the passage when responding.

COMPREHENSION Compare and Contrast

- Say: **What is one way that the people who traveled to California were similar?** (Possible responses: *They all wanted to get to the gold; they all faced hardships on the trip.*)
- Say: **How is travel today different than it was in 1848?** (Possible responses: *It is easier today; people can take train or planes; they can drive cars or ride buses.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Compare and Contrast	Does not identify similarities or differences, or does not respond	Gives a partially correct response, such as identifies 1 similarity or 1 difference	Identifies a similarity and a difference	Identifies a similarity and difference including details and specific vocabulary from the story

VOCABULARY Prefixes and Suffixes

- Point to the word *indirect* in the second paragraph. Say: **What does** indirect **mean?** (Possible response: *not straight*) **What does the prefix** in- **mean?** (Possible response: *not*)
- Point to the word *prospectors* in the first paragraph. Say: **What does** prospectors **mean?** (Possible response: *someone who explores an area for minerals*) **What does the suffix** -or **mean?** (Possible response: *one who*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Prefixes and Suffixes	Does not identify word meanings or does not respond	Gives a partially correct response, such as the intended meaning of 1 word	Gives the intended meaning of each word	Gives the intended meaning of each word and the meaning of the prefix and the suffix

- End the conference.

WORD READING Prefixes *im-, in-, non-* Return to the Record of Oral Reading to determine whether the student read these words correctly: *impossible, indirect, nontraditional.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Prefixes *im-, in-, non-*	Does not read any words accurately or omits them	Reads 1–2 of 3 words accurately	Reads all 3 words accurately	Reads all 3 words accurately and automatically